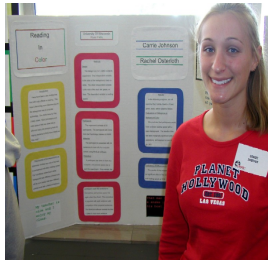


Presentation Mode

1

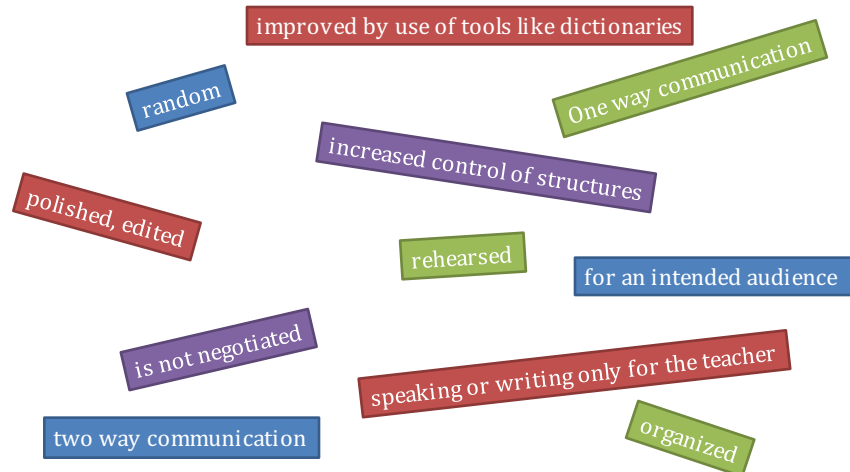
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentation communication is.....

2



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Presentational Communication....

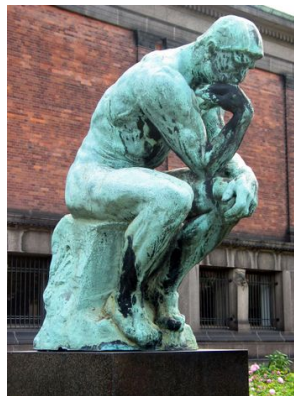
3

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill

Writing is Thinking

4



Writing Makes Thinking Concrete

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Writers consume more than they produce.

5



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

Laura Terrill

Less is more?

6



<http://www.sixwordmemoirs.com>



<http://www.101words.org/>



<http://flashfictiononline.com/main/>

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<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

Six Word Memoirs

7



sometimes a teacher, always a learner

by in PY6 at Ajman Academy | [Comment](#) | [f](#) [t](#) [t](#)



school is where you learn stuff

by Cole in Creative Writing at International Ivy | [Comment](#) | [as](#) | [f](#) [t](#) [t](#)



happy pets nice family and friends

by Lian Roland in Creative Writing at International Ivy | [Comment](#) | [as](#) | [f](#) [t](#) [t](#)



Why am I the only one?

by Lily S. in Creative Writing at International Ivy | [Comment](#) | [f](#) [t](#) [t](#)



I caught a fish. Never mind.

by Amanda Werner in Creative Writing at International Ivy | [1 comment](#) | [as](#) | [f](#) [t](#) [t](#)

Laura Terrill

Sentence Fluency

8



“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”

Ruth Culham

Laura Terrill

Write 5 sentences about summer.....

9



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill

Teach transitions

10



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

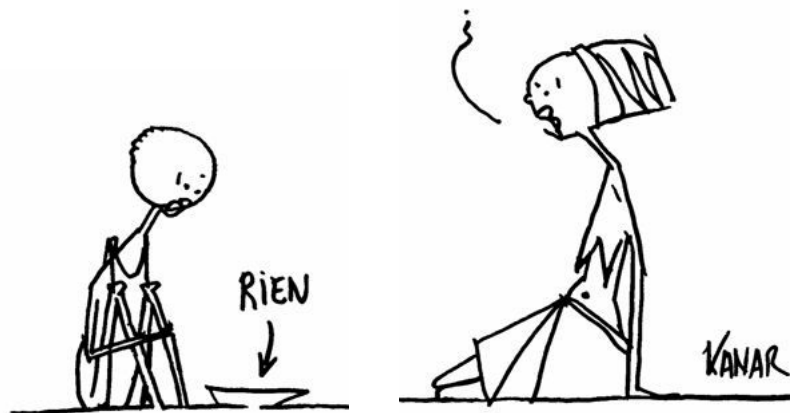
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11

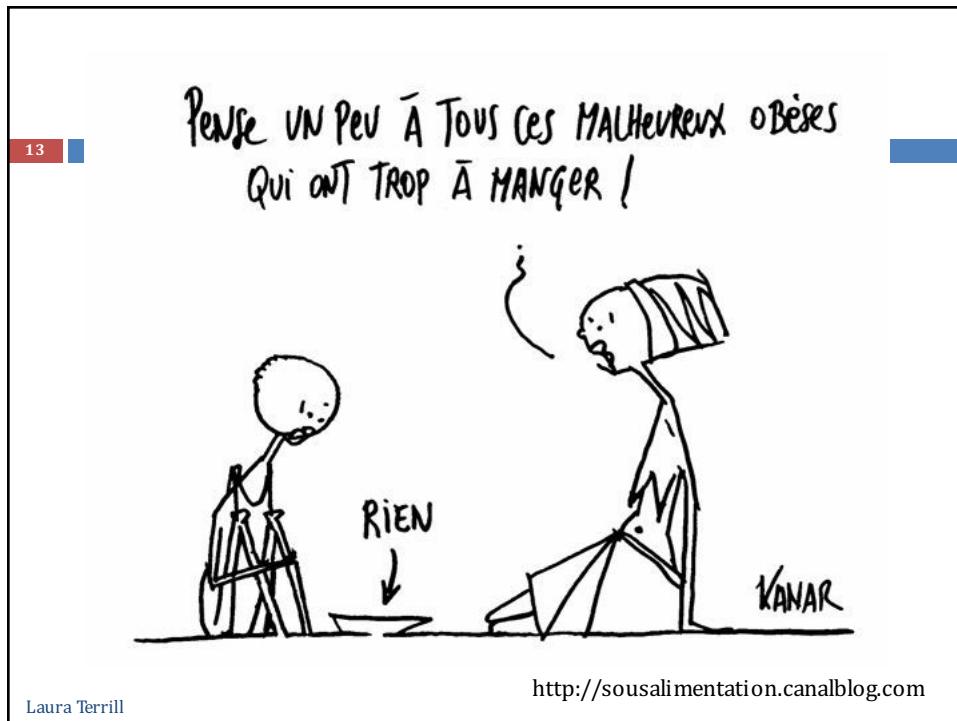


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12



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Two Voice Poems

14

An example poem for two voices
written by NNWP consultant Campbell Pontius

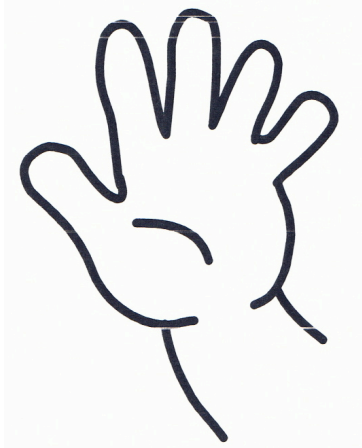
<u>Voice #1:</u>	<u>Voice #2:</u>
I am a polar bear	I am an SUV
I eat fish	I guzzle petroleum
I must swim for my food	People pump mine
But I can't swim forever	I burn gas pretty fast
When I get tired	When I pollute
I depend upon	I begin to destroy
	Ice caps.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

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Generating Ideas

15



- ❑ Student's trace hand on paper.
- ❑ They write the important topic on the palm of the hand.
- ❑ They write 5 facts about the topic on each finger.
- ❑ Students pair with a partner to share their outline.

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An unusual event.....

16

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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17



It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

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La Guernica

18



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R.A.F.T.S. — La Guernica

19

persuade, analyze, create, predict, compare, defend, evaluate

Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

Laura Terrill

A few of my favorite things....

20

Select 10 of your favorite items. Identify where they were made on a world map. Research one of your items and tell its story. Show where it comes from and include the material and physical costs of the item. Explain how the item promotes or does not promote responsible consumerism. Explain why this item is important to you.



J'ai une assiette qui vient de Quimper en Bretagne.....

J'ai un ordinateur qui vient de Chine....

Laura Terrill

Quick Write

21



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

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Conventions

22



"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Laura Terrill

Conventions

23

Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

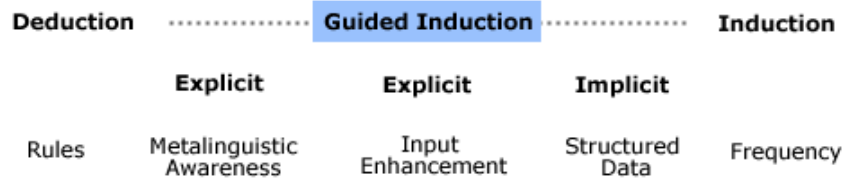
"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

Laura Terrill

Grammar Continuum

24



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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Write to incorporate structures.

25



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

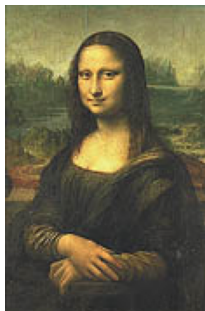
- personal details – name, age, nationality, where you are from
- physical traits and personality traits



Laura Terrill

Great Art of France: Virtual Visits

26



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Laura Terrill

Yesterday – Today - Tomorrow

27

What did
you do?



What are
you going
to do?

What are you doing?

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City Life

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

28

Interpretive Mode

Students will identify places in a city based on written and/or oral directions.

Interpretive Mode

Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

Interpretive Mode

Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

**Communication – Collaboration – Creativity –
Critical Thinking**

Presentational Mode

Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.



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Presentational Rubric

29	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

Laura Terrill

Presentational Rubric, part 2

30	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

Laura Terrill

Next Steps

31

What are the key decision points?

- ▣ Discussions centered on vertical and horizontal alignment
 - Curriculum templates, ATLAS considerations
 - Learning Progressions in World Language
- ▣ Setting broad performance goals by course
- ▣ Determining common assessment practices
- ▣ Determining possible unit topics by level and language

What key elements need to be part of discussion with administration?

- ▣ Principles of effective instruction
- ▣ Lesson observation guidelines
- ▣ Setting reasonable expectations in light of current program
- ▣ Expanding program offerings

□

Laura Terrill